DOCUMENT RESUME

ED 244 344 EA 016 772

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TITLE ESEA Title I Grants to Local Education Agencies: A Summary of State Reports for 1979-80, 1980-81, and 1981-82.
INSTITUTION Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE Oct 83
NOTE 38p.
PUB TYPE Reports - Research/Technical (143) -- Statistical Data (110)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Achievement; *Annual Reports; Comparative Analysis; *Educationally Disadvantaged; Elementary Secondary Education; *Federal Programs; Federal State Relationship; Financial Support; Program Content; Program Effectiveness; Program Implementation; *School Statistics; Tables (Data)
IDENTIFIERS Education Consolidation Improvement Act Chapter 1; Elementary Secondary Education Act Title I

ABSTRACT

ESEA Title I, now Chapter 1 of the Education Consolidation and Improvement Act of 1981, was designed to provide financial assistance to local education agencies to meet the special needs of educationally deprived children, with funds used to provide supplemental instructional support service. Starting with the 1979-80 school year, each state education agency reported annually on the number of students served and their achievement gains, as well as on the number of staff members and parents involved in the program. This report summarizes the state reports for the 1979-80, 1980-81, and 1981-82 school years from the 45 states with complete data for all 3 years. Information is provided on the following: (1) funding for Title I students; (2) the number and grade levels of students served; (3) services received; (4) number of staff members employed in Title I projects; (5) number of staff members who received Title I funded training; (6) advisory council and parent activities; (7) number of Title I participants, services received, and staff employed during the summer term; and (8) nonpublic school participants. Finally, achievement data are reported by grade level for reading and math during each of the three years. A list of references is included, along with two appendixes providing (1) achievement test results for students tested fall-to-spring and (2) tables for 1981-82 Title I data. (TE)

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ESEA Title I Grants to Local Education Agencies

A Summary of State Reports for 1979-80, 1980-81, and 1981-82

Office of Planning, Budget and Evaluation

U. S. Department of Education

October 1983

EA 015 772

This document was prepared by Judith Anderson of the State and Local Grants Division of the Office of Planning, Budget and Evaluation with the assistance of Rhonda Lewis. Data were collected by the Office of Elementary and Secondary Education, whose staff assisted in verification of the data. Questions about the report can be addressed to Judith Anderson, ED/OPBE/SLGD, FOB #6 Room 4032, 400 Maryland Ave. SW, Washington, D.C. 20202 (telephone 202-245-9401.)

Highlights

States submitted reports on their ESEA Title I programs in local educational agencies to the U.S. Department of Education using a common reporting format for the 1979-80, 1980-81, and 1981-82 school years. Based on these reports, we found that:

- Approximately 5.4 million children were served by Title I programs in local educational agencies during 1979-80, 5.3 million were served in 1980-81, and 4.9 million were served in 1981-82.
- The majority of participants--over two-thirds--were in grades 1 through 6.
- Approximately 3.5 million students (72 percent of the 4.9 million in the program) received reading services, 2.1 million (42 percent) received mathematics services, and 950,000 (19 percent) received language services in 1981-82.
- Approximately 85 percent of the Title I staff members were reported to be teachers or teacher aides; only 3 percent were administrators.
- Approximately four percent of the Title I students were in nonpublic schools. (Over 180,000 nonpublic school students were served each year.)
- Nonpublic school students were most likely to receive reading (84 percent in 1981-82), mathematics (40 percent in 1981-82), and language arts (21 percent in 1981-82) assistance.

Based on the results of annual achievement testing, we found that:

- In reading, the "average" Title I elementary student is at about the 24th percentile when selected for the program.
- In mathematics, the "average" Title I elementary student is around the 30th percentile when selected for the program.
- In reading, modest achievement gains were found in nearly all grades each year.
- In mathematics, modest gains were found in nearly all grades each year.
- Students in the higher grades tended to have lower achievement gains than did students in the elementary grades.

Background

ESEA Title I, which is now Chapter 1 of the Education Consolidation and Improvement Act of 1981, is the largest program of federal education aid to elementary and secondary school students. The program was designed to provide financial assistance to local educational agencies to meet the special needs of educationally deprived children, with funds used to provide supplemental instructional and support services.

Evaluation requirements have been part of the law from its beginning, but States were not required to report to the Federal government in a uniform way until 1979. Beginning with the 1979-80 school year, each State education agency (SEA) compiled reports from each of its school districts (or from a one-third sample of its districts) and submitted a State report to the U. S. Department of Education by February 15 of the following year. Information was reported on the numbers of students served and their achievement gains as well as on the numbers of staff members and parents involved in the program. Data were reviewed and edited by ED staff.

This report summarizes the State reports for the 1979-80, 1980-81, and 1981-82 school years. Only the 45 States with complete data for all three years were included in the achievement summaries. Since a subset of States were used, the 1979-80 and 1980-81 achievement data will not match the data reported previously. FN 1/

Title I Funding

The amount of money appropriated by Congress for ESEA Title I programs for each of the three years covered by this report is shown in Table 1. Note that Title I is an "advance funded" program, so that FY79 monies are expended in FY80 (the 1979-80 school year) and so forth.

The amount of funds available for Title I programs in local school districts declined over the three year period. However, States may carry-over funds from one fiscal year to the next, and in States with a large amount of carry-over money, effects of funding reductions may not be felt immediately.

Table 1. ESEA Title I Funding for Title I Programs in Local School Districts

Appropriation Year	Basic Grants to Districts	Concentration Grants	Total
FY79	2,629,533,157	147,044,344	2,776,577,501
FY80	2,633,326,343	98,325,121	2,731,651,464
FY81	2,512,614,124	98,772,848	2,611,386,972

How Many Students Were Served by Title I?

Based on the data submitted by the States, we found that:

- The number of students served by Title I in public and non-public schools declined nearly 10% from the 1979-80 school year, when over 5.4 million students were served, to the 1981-82 school year, when fewer than 4.9 miilion students were served.
- Approximately 7% of the Title I students in each of those years were in pre-kindergarten or kindergarten.
- The majority of the participants--over two-thirds--were in grades 1 through 6.
- Less than 20% of the participants were in grades 7 through 9.
- Relatively few participants (about 5%) were in grades 9 through 12.
- Approximately 96% of the students in Title I were public school students.

Table 2 presents data for both public and nonpublic school students combined. Data for nonpublic school students are presented on pages 12 and 13.

The number of students served in Title I programs declined each year, with nearly 2% fewer students served in 1980-81 than in 1979-80 and about 8% fewer served in 1981-82 than in 1980-81. The reduction over two years is nearly 10%, which is somewhat greater than the reduction in funds (not including inflation) to local school districts over this time (a 5.9 percent reduction from FY79.)

Table 2. Number of Students Served in Title I in Different Grade Levels FN 2/

Grade Span	1979-80		1980-81		1981-82	
	Number	(%)	Number	(%)	Number	(%)
Pre-K and K	362,082	(7)	365,371	(7)	332,355	(7)
Grades 1 - 3	2,031,204	(38)	1,926,915	(36)	1,733,416	(36)
Grades 4 - 6	1,789,199	(33)	1,763,536	(33)	1,632,873	(34)
Grades 7 - 9	939,427	(17)	986,493	(19)	886,111	(18)
Grades 10-12	237,877	(4)	259,018	(5)	268,429	(6)
Total	5,402,341		5,301,488		4,866,108	

The reported reductions in the numbers of students served could be due to changes in reporting practices in the States, including less complete reporting of the numbers of students served. However, these findings on overall numbers served are consistent with the findings of the District Practices Study (Advanced Technology, 1982). District administrators reported that the number of children served with Title I funds parallels, on the average, the overall budget cuts in public schools.

The District Practices Study also found that budget changes influenced the grades served by Title I. Administrators reported that when budget cuts forced them to reduce the number of grades served, they were more likely to drop Title I services from preschool and secondary programs in order to preserve services in the elementary grades. The study did not indicate what level of reduction of funds triggered reductions in the number of grades served.

In contrast to this finding, the data in the State reports suggest that the proportion of students in each of the grade spans (see Table 2) did not vary much over the three years. While the number of pre-kindergarten and kindergarten students declined from 1979-80 to 1981-82 the same proportion of students (7%) were served in both years. Furthermore, the number of participants in grades 10 through 12 actually increased over the three years. Decreases occurred in grades 1 through 3, despite administrators' reports in the District Practices Study that they tried to trim elsewhere first. The administrators in that study may have been talking about fairly substantial budget cuts, however, whereas the changes in Title I funds over the three years were modest.

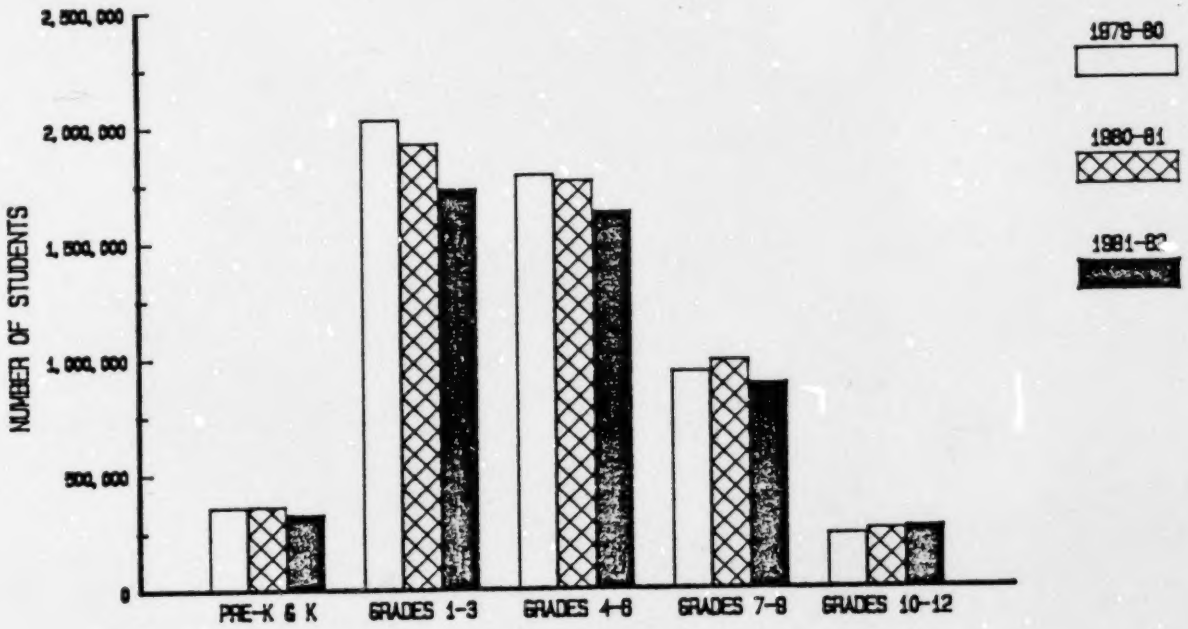

Figure 1. Number of Title I participants in 1979-80, 1980-81, and 1981-82.

What Services Did Title I Students Receive?

The numbers of public and nonpublic school students who received different types of services are presented in Table 3. We believe that the participation counts for the major service areas--i.e., reading, mathematics, and language arts--are fairly good estimates of the numbers of students served by these programs. However, numbers in other categories--particularly the "other instructional" and "other supporting" categories--may be influenced by local variation in how to count students in these categories. This variation may account for year-to-year changes observed nationally.

We found that:

- The number of students served in reading and mathematics declined over three years. Over 700,000 fewer students were served in reading in 1981-82 than were served in 1979-80, and over 400,000 fewer were served in mathematics.
- The numbers of students receiving health and nutrition services declined over 665,000 over the three years, while the number receiving attendance and guidance services increased by over 200,000.
- The number of students receiving English for limited-English proficient students increased from fewer than 375,000 in 1979-80 to over 480,000 in 1981-82.

Table 3. Number of Students Served by Service Area FN 3/

Service Area	1979-80		1980-81		1981-82	
	Number	(%)	Number	(%)	Number	(%)
Instructional						
Reading	4,197,336	(78)	3,846,228	(73)	3,485,024	(72)
Mathematics	2,483,044	(46)	2,225,264	(42)	2,066,220	(42)
Language Arts	1,053,144	(19)	832,130	(16)	945,804	(19)
Other Instructional	1,039,651	(19)	273,831*	(5)	1,078,113	(22)
Limited English	374,590	(7)	447,547	(8)	481,224	(10)
Vocational	5,571	(--)	6,565	(--)	11,094	(0)
Special for Handicapped	9,084	(--)	15,704	(--)	12,587	(0)
Supporting						
Health, nutrition	1,518,798	(28)	1,112,883	(22)	851,479	(17)
Attendance, guidance	792,615	(15)	1,184,701	(21)	1,014,881	(21)
Other Supporting	421,070	(8)	555,549	(10)	714,409	(15)
Transportation	138,148	(3)	302,579	(6)	343,941	(7)
Total Number Served	5,402,311		5,301,488		4,866,108	

* The decrease is due largely to California, which did not report the number of students served in other instructional areas in 1980-81.

One apparant change needing further explanation is the large reduction in the number of students served in reading and mathematics. The reduction for reading from 1979-80 to 1981-82 was over 700,000, while the total number of students served declined only slightly over 535,000. It may be that fewer students are served in multiple service areas, e.g., both reading and mathematics, than was true in the past. It may also be related to the increased count students served in programs for limited-English proficient students; that is, students who formerly would have been served in reading were served in programs for limited-English proficient students or in other similar programs (which would have been listed under "other instructional".) Subject areas listed under "other instructional" included preschool, kindergarten, art, music, science social studies and child development. Subject areas listed under "other supporting" included library, media center, audio-visual, speech and hearing therapy and dental.

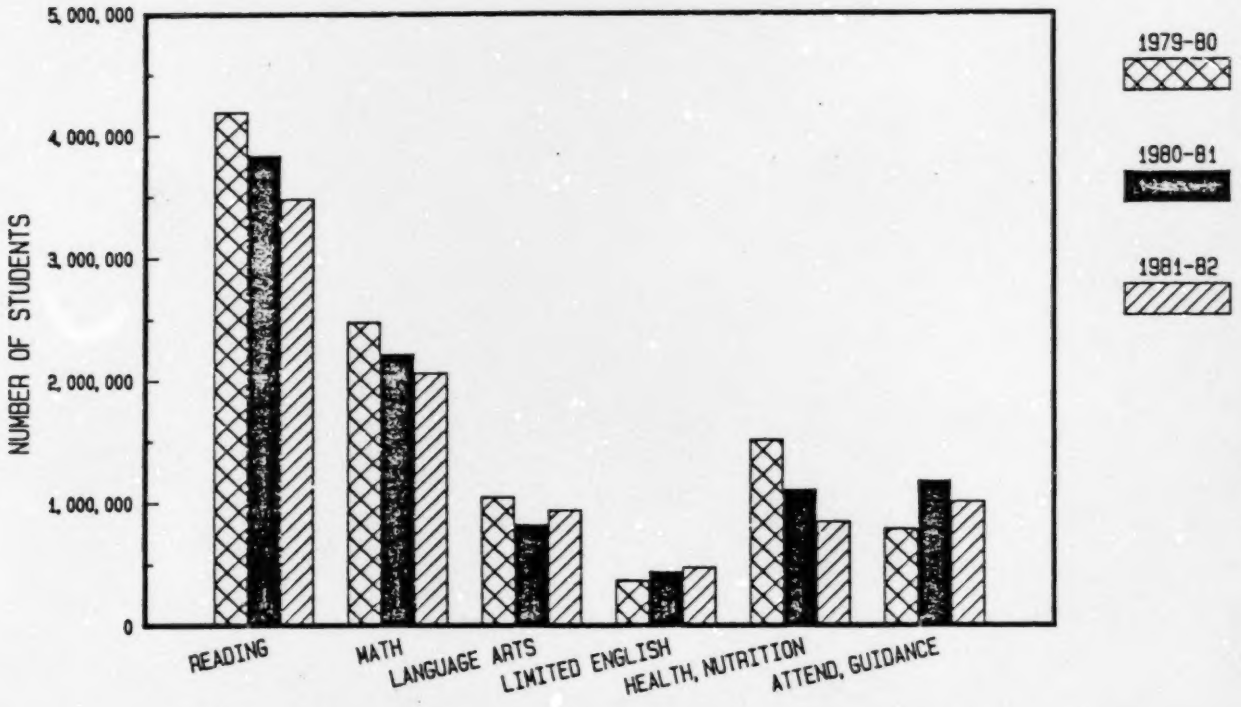

Figure 2. Number of participants by service area in 1979-80, 1980-81, and 1981-82.

How Many Staff Members Provided Title I Services?

The number of full-time equivalent staff members employed in Title I projects has shown a steady decline over the three years. The relative proportion of personnel in each of the job classifications has remained fairly constant, however.

From Table 4, one can see that:

- Over 200,000 full-time equivalent staff members were employed in the 1979-80 term as compared to fewer than 173,000 in the 1981-82 term, a decrease of about 13 percent.
- The 13 percent reduction in number of staff from 1979-80 to 1981-82 is only slightly higher than the 10 percent reduction in number of students served.
- Approximately 86 percent of the personnel were teachers or teacher aides, staff who generally provide direct services to children in the program.
- Three percent of the full-time equivalent staff members are administrators.

Table 4. Number of Staff Employed in Title I Projects During the Regular Term in Full-Time Equivalents

Job Classification	1979-80		1980-81		1981-82	
	Number	(%)	Number	(%)	Number	(%)
Teacher Aides	91,457.2	(46)	83,920.7	(44)	71,697.6	(41)
Teachers	78,494.8	(39)	81,022.3	(42)*	75,552.1	(44)
Other	6,607.6	(3)	6,405.5	(3)	8,237.1	(5)
Administrative Staff	6,312.0	(3)	4,367.2	(2)	4,824.4	(3)
Support Staff	6,303.7	(3)	6,566.5	(3)	5,740.7	(3)
Curriculum Specialists	6,241.8	(3)	2,073.7	(1)*	2,626.4	(1)
Clerical Staff	5,076.4	(3)	6,682.4	(3)	4,766.0	(3)
Total	200,493.5		191,038.3		173,444.3	

* The increase in number of teachers and decrease in number of curriculum specialists from 1979-80 to 1980-81 was due to changes in reporting procedures in two States. Staff who had been reported as curriculum specialists in 1979-80 were reported as teachers in 1980-81.

The decline in the number of staff members employed in Title I projects parallels the changes in the budget. The District Practices Study found that local school districts spend a large proportion of their Title I funds (between 75 and 80 percent) on instructional services to children, and that local allocation of funds to instruction will mirror funding changes.

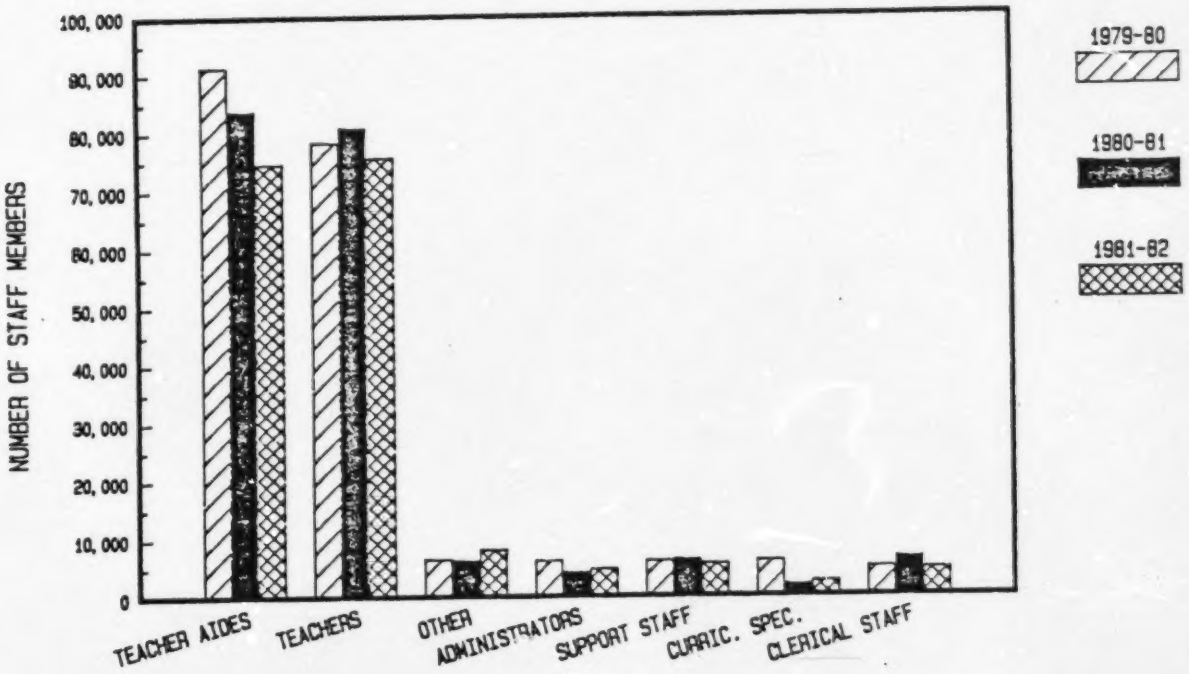

Figure 3. Number of full-time equivalent staff employed in Title I.

How Many Staff Members were Trained?

Over 274,000 Title I and non-Title I staff members received Title I-funded training each year (see Table 5). These counts do not include staff who received non-Title I-funded training. Also, the figures are not directly comparable to the FTE staff figures in Table 4, since in Table 5, for example, a half-time staff person would count as a "1", not as a "0.5".

We found that:

- Approximately half of the staff members who received training were teachers.
- Approximately one-third of the staff members who received training were teacher aides.

The State reports do not provide information on the types of training provided to staff.

Table 5. Number of Title I and Non-Title I Staff Members Receiving Title I Funded Training

Job Classification	1979-80 Number	(%)	1980-81 Number	(%)	1981-82 Number	(%)
Title I Staff						
Teachers	79,096	(43)	72,975	(39)	66,112	(41)
Teacher Aides	85,836	(46)	88,423	(48)	73,806	(46)
Other	9,243	(5)	10,495	(6)	9,799	(6)
Administrative Staff	6,893	(4)	7,144	(4)	6,435	(4)
Curriculum Specialists	4,601	(2)	5,929	(3)	4,223	(3)
Total	185,669		184,996		160,375	
Non-Title I Staff						
Teachers	85,620	(75)	89,614	(70)	71,289	(73)
Teacher Aides	5,892	(5)	14,294	(11)	9,421	(10)
Other	10,764	(9)	9,564	(7)	5,300	(5)
Administrative Staff	10,387	(9)	12,008	(9)	9,346	(10)
Curriculum Specialists	1,642	(1)	2,461	(2)	1,873	(2)
Total	114,305		127,941		97,229	

Advisory Council and Parent Activity Information

Information on parent advisory council activities and parent activities is provided in Table 6. We found that:

- Over 250,000 parents of Title I public school children were elected members of an advisory council each year.
- The number of people receiving training related to advisory councils declined from nearly 400,000 in 1979-80 to under 200,000 in 1981-82. (In 1981, ECIA eliminated the requirement for parent advisory councils.)
- Over 350,000 parents of Title I children were involved in project planning, implementation, or evaluation each year.
- The number of parent volunteers in the classroom declined from 126,000 to 76,000, while the number of volunteers outside of the classroom increased.

Table 6. Title I Advisory Council and Parent Activities

Area	1979-80	1980-81	1981-82
Advisory Councils			
Number of elected members of an advisory council who:			
were parents of Title I public school pupils	272,556	288,029	254,218
were parents of Title I non-public school pupils	19,390	25,505	16,879
received training related to councils	398,952	207,295	199,477
Number of Local Education Agencies that provided funds for advisory council activities:	6,624	6,216	8,553
Parent Activities			
Number of parents of Title I students involved in the following Title I activities:			
Project planning, implementation, or evaluation	387,235	352,493	351,060
Volunteers in the Title I classroom	126,238	119,253	76,843
Volunteers in Title I activities outside of the classroom	90,410	122,912	120,960
Number of other parents involved in the activities listed	163,322	190,781	172,079

What Services Were Provided During the Summer Term?

Reporting on summer term activities was less complete than was reporting on regular term activities; therefore, the information provided should be considered to be a minimum estimate of activities during the summer.

Based on the reports received, we found that:

- There was a decline of nearly 41 percent for 1979-80 to 1981-82 in the number of students served in Title I during the summer.
- The number of staff employed showed a 42 percent decline during the same period.
- Approximately 84 percent of the staff are teachers or teacher aides, a comparable proportion to the regular school term. However, a slightly higher proportion of staff are teachers than are aides during the summer than during the regular term.
- The proportion of students served in mathematics is higher during the summer than during the regular term (63 to 70 percent versus 42 to 46 percent.)

Table 7. Number of Title I Participants During the Summer Term

	1979-80		1980-81	1981-82
Public Students	301,422		263,358	172,552
Nonpublic Students	12,816		7,923	13,219
Total	314,252	FN 5/	271,281	185,818

Table 8. Number of Students Receiving Different Services During the Summer Term

Service Area	1979-80		1980-81		1981-82	
	Number	(%)	Number	(%)	Number	(%)
Instructional						
Reading	208,768	(66)	207,605	(77)	115,686	(62)
Mathematics	198,934	(63)	189,062	(70)	129,339	(70)
Other	87,932	(28)	45,067	(17)	50,313	(34)
Language Arts	46,350	(15)	99,842	(37)	35,009	(19)
Limited English	45,567	(15)	37,618	(14)	39,957	(22)
Vocational	1,102	(0)	478	(0)	434	(0)
Special for Handicapped	397	(0)	1,760	(1)	413	(0)
Supporting						
Transportation	95,683	(30)	64,448	(24)	36,468	(20)
Attendance, Guidance	73,237	(23)	22,421	(8)	14,572	(8)
Other	69,522	(22)	42,371	(16)	41,768	(22)
Health, Nutrition	47,194	(15)	78,108	(29)	17,498	(9)
Total Number Served	314,252		271,281		185,818	

Table 9. Number of Staff Employed in Title I Projects During the Summer Term (in Full-Time Equivalents)

Job Classification	1979-80		1980-81		1981-82	
	Number	(%)	Number	(%)	Number	(%)
Teachers	18,612.6	(59)	15,378.2	(60)	12,144.1	(65)
Teacher Aides	7,992.4	(25)	6,399.3	(25)	3,663.3	(20)
Other	3,738.5	(12)	2,737.8	(11)	2,248.8	(12)
Administrative Staff	1,214.5	(4)	997.1	(4)	710.6	(4)
Total	31,558.0		25,512.4		18,766.8	

Participation by Students in Non-public Schools

States reported information on Title I students in non-public schools as well as in public schools. The data are summarized in Tables 10, 11, and 12.

From the tables, it can be seen that:

- Approximately 200,000 non-public school students were served each year in Title I projects.
- Non-public school students represent about four percent of all Title I students.
- Three-quarters of the Title I non-public students are in grades 1 through 6.

Table 10. Number of Nonpublic School Participants by Grade Level

Grade	1979-80		1980-81		1981-82	
	Number	(%)	Number	(%)	Number	(%)
Pre-kindergarten	677	(0)	385	(0)	378	(0)
Kindergarten	6,666	(4)	7,180	(3)	6,078	(3)
1	20,917	(11)	25,226	(12)	21,203	(12)
2	26,849	(14)	29,886	(14)	26,540	(14)
3	27,439	(14)	30,631	(14)	26,801	(15)
4	25,834	(14)	28,934	(14)	25,285	(14)
5	23,404	(12)	27,070	(13)	23,837	(13)
6	20,675	(11)	24,047	(11)	20,684	(11)
7	13,486	(7)	15,127	(7)	12,554	(7)
8	10,585	(6)	13,219	(6)	9,395	(5)
9	6,374	(3)	5,078	(2)	4,681	(3)
10	3,005	(2)	3,369	(2)	3,156	(2)
11	1,797	(1)	1,821	(1)	1,959	(1)
12	1,176	(1)	1,526	(1)	1,525	(0)
Total	188,884		213,449		184,076	
Total (including ungraded)	189,654		213,449		184,084	
Percent of Title I Students in Non-public Schools	3.5		4.0		3.8	

- Over three-quarters of the non-public Title I students receive reading instruction.
- Over one-third of the non-public Title I students receive mathematics instruction.

The District Practices Study (Jung, 1982) found that 45 percent of Title I districts had nonpublic school students residing in Title I attendance areas during the 1981-82 school year. Fifty-six percent of these districts served nonpublic students in Title I. In 1979-80, approximately 5 percent of the students in private elementary and secondary schools received Title I services, compared to 13 percent of public elementary and secondary school students.

Table 11. Number of Non-public School Students in Title I by Service Area During the Regular Term

Service Area	1979-80		1980-81		1981-82	
	Number	(%)	Number	(%)	Number	(%)
Instructional						
Reading	148,972	(78)	162,218	(76)	154,491	(84)
Mathematics	68,875	(36)	75,778	(35)	73,034	(40)
Language Arts	16,784	(9)	36,943	(17)	38,732	(21)
Limited English	12,440	(7)	12,853	(6)	12,204	(7)
Other	16,818	(9)	5,637	(3)	14,819	(8)
Vocational	39	(0)	42	(0)	1,366	(0)
Special for handicapped	1,320	(1)	8	(0)	8	(0)
Supporting						
Attendance, guidance	16,755	(9)	13,930	(7)	9,862	(5)
Health, nutrition	12,464	(7)	11,530	(5)	12,429	(7)
Other	10,186	(5)	10,032	(5)	7,137	(4)
Transportation	4,877	(3)	3,416	(2)	5,908	(3)
Total Number Served	189,654		213,499		184,084	

Achievement Data

States reported Title I achievement information for participants in grades 2 through 12. Data were reported separately for students tested on a fall-to-spring test cycle and for those tested on an annual cycle. While the majority of students are tested fall-to-spring, several studies, including an ED sponsored review of the Title I evaluation and reporting system (Linn, in Reisner, et. al., 1981), have indicated that the fall-to-spring testing cycle may produce biased results. For that reason, only annual test data are provided here. Linn also indicated that the annual gains have a small positive bias of from 1 to 2 NCE units, but we did not implement a correction and have reported observed gains.

Furthermore, in order to permit comparisons across years, only the 45 (out of 51) States with complete achievement data for all three years were included in these analyses. For this reason, the data will not be the same as presented in other reports. For complete 1979-80 data, see Stonehill and Anderson (1982); for complete 1980-81 data, see Anderson (1983); and for complete 1981-82 data, see Lewis (1983).

How Needy are Title I Students?

Table 13 and Figure 5 show the pretest standing of Title I students. The national norm--that point which represents the median achievement of all students--is the 50th percentile. Title I students are far below this norm. FN 6/

Table 13. Reading and Mathematics Pretest Standing (for Students Tested on a Fall-to-Fall or Spring-to-Spring Schedule)

Grade	Pretest Percentiles					
	Reading			Mathematics		
	1979-80	1980-81	1981-82	1979-80	1980-81	1981-82
2	28	29	27	37	38	31
3	23	24	22	33	32	27
4	24	23	23	29	30	28
5	23	24	24	28	30	29
6	23	23	24	26	27	28
7	24	24	24	26	28	26
8	24	23	23	26	27	27
9	22	21	22	26	27	26
10	22	18	19	27	22	26
11	19	18	19	27	22	27
12	18	17	17	26	23	24

We found that:

- In reading, the "average" Title I elementary school student is at about the 24th percentile when selected for the program.
- In mathematics, the "average" elementary school Title I students is around the 30th percentile--higher than was found for reading--despite the smaller proportion of students served in mathematics, which might have suggested that the students served would have been needier.
- High school students who are selected for Title I tend to be needier compared to their peers than are students selected at the elementary grades. (A smaller proportion of high school students are served by Title I.)
- In general, the three years' worth of students in Title I tended to be at about the same level of achievement.

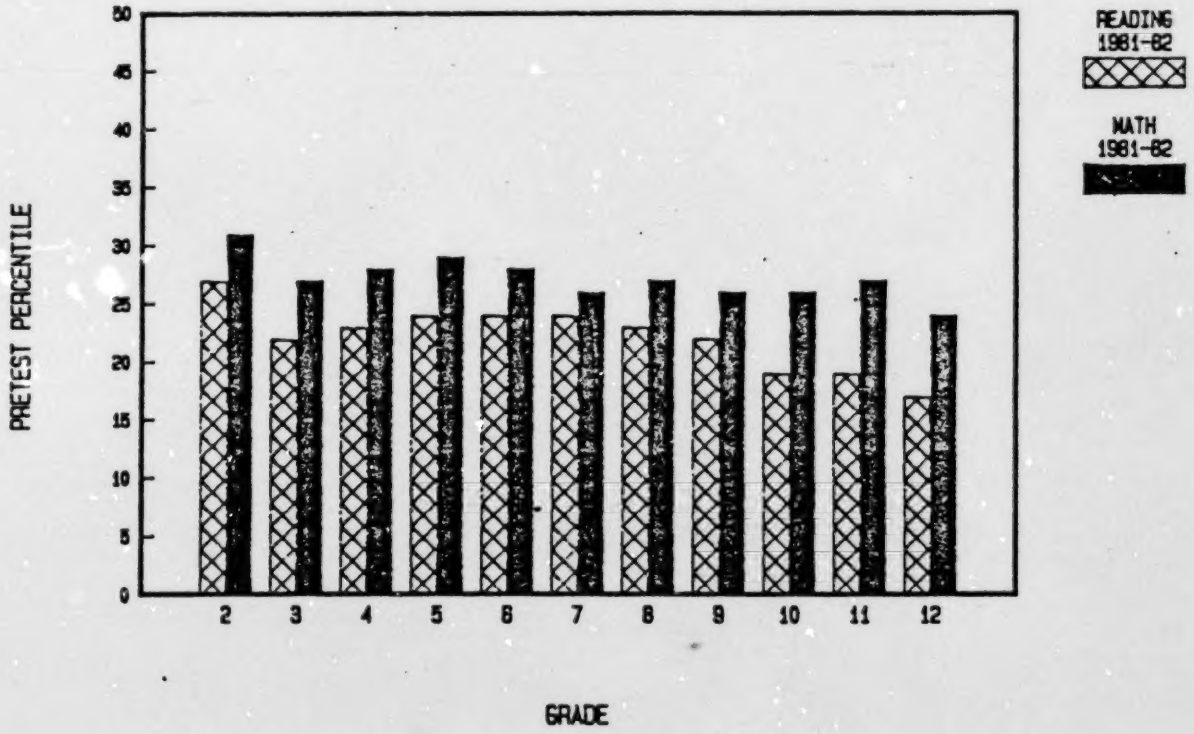

Figure 5. Pretest standing of Title I participants in reading and mathematics in 1981-82.

What Were the Title I Students' Achievement Gains in Reading?

The reading achievement results of Title I students in grades 2 through 12 are presented in Table 14 and Figure 6. We found that:

- Gains were found in all grades for all three years with the exception of grade 10 in 1979-80.
- In all three years, Title I students in grades 3 through 9 started in roughly the low to middle 20th percentile range and ended in the upper 20th percentile area. Grade 2 students started a little higher and ended roughly the same, while students in grades 10-12 started lower and ended roughly the same.
- Unlike the Sustaining Effects Study, higher gains were found in grades 5 and 6 than were found in grades 2 and 3. The differences between the gains found in these grades were very small, however.
- At the high school level, there was a tendency for the gains to be smaller than in the elementary grades.

Table 14. Reading Achievement Results for Students Tested on a Fall-to-Fall or Spring-to-Spring Schedule FN 7/

Grade	Weighted Number Tested			Posttest Percentile			NCE Gain Score		
	79-80	80-81	81-82	79-80	80-81	81-82	79-80	80-81	81-82
2	72,618	79,678	87,998	30	31	30	1.1	1.2	1.4
3	97,245	96,291	104,727	27	29	26	2.5	3.3	2.2
4	96,278	101,778	103,729	27	28	27	2.1	3.2	2.7
5	100,534	99,649	109,501	26	29	29	2.4	3.4	3.4
6	93,192	82,295	90,244	28	30	30	3.1	4.1	3.3
7	57,463	54,577	61,745	27	27	28	2.1	2.1	2.5
8	49,796	49,816	56,473	27	27	28	2.3	3.1	3.3
9	23,961	29,110	30,386	25	24	26	2.1	2.1	2.5
10	9,183	12,854	10,884	21	20	21	-0.4	1.5	1.1
11	4,791	10,105	9,346	19	22	20	0.2	2.6	1.1
12	3,198	5,377	6,441	20	18	19	1.6	0.4	1.6

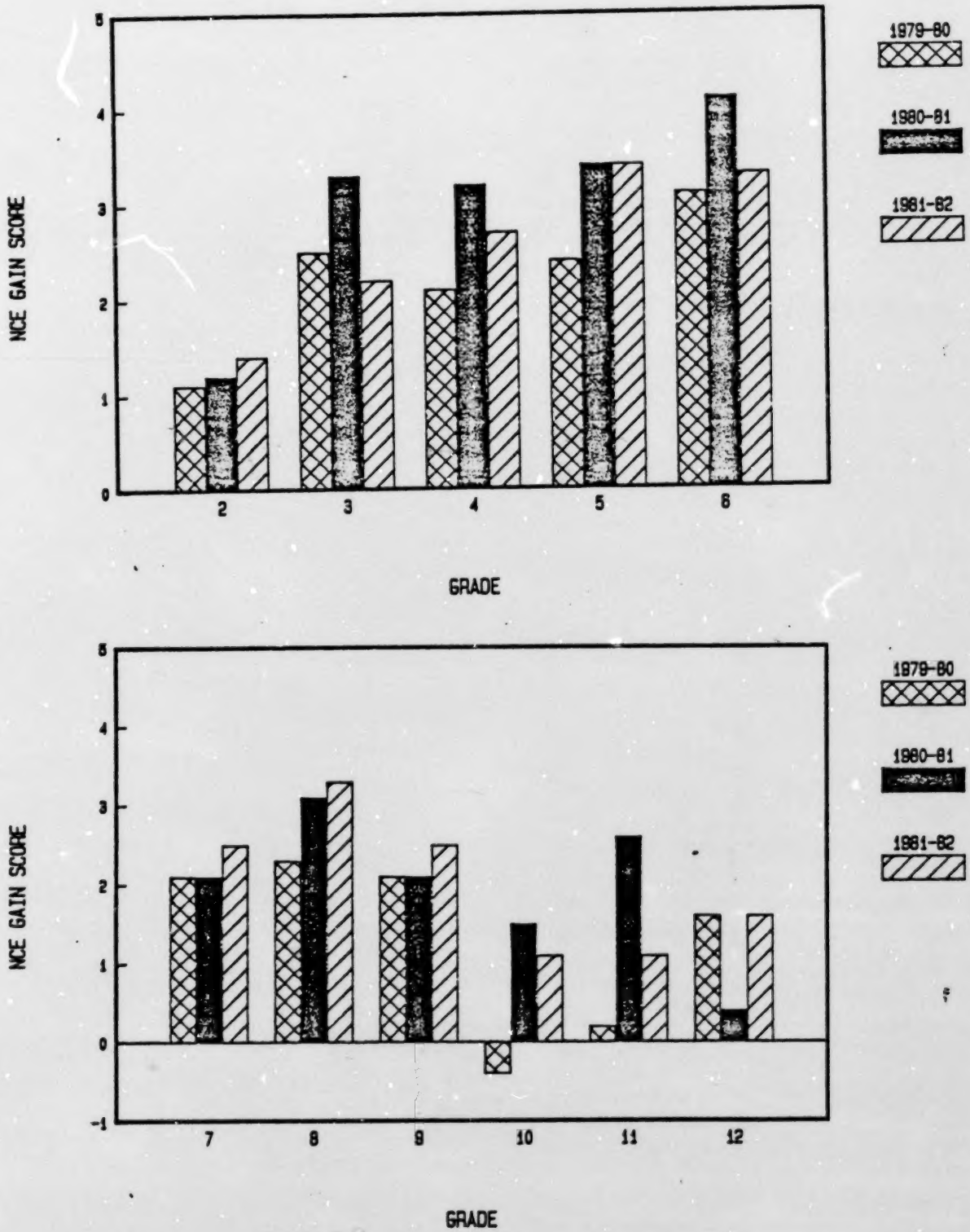

Figure 6. Reading achievement gains in 1979-80, 1980-81, and 1981-82.

What Were the Title I Students' Achievement Gains in Mathematics?

The mathematics achievement results of Title I students in grades 2 through 12 are presented in Table 15 and Figure 7. We found that:

- Gains were found for students in grades 2 through 8 for all years.
- Gains were highest in grade 6 and were lowest in grades 10 through 12.
- Mathematics gains were not uniformly higher than reading gains--in fact, the mathematics gains were as likely to be lower than reading gains as to be higher when comparing any grade/year combination (in contract to the findings of the Sustaining Effects Study.)

Table 15. Mathematics Achievement Results for Students Tested on a Fall-to-Fall or Spring-to-Spring Schedule

Grade	Weighted Number Tested			Posttest Percentile			NCE Gain Score		
	79-80	80-81	81-82	79-80	80-81	81-82	79-80	80-81	81-82
2	43,274	40,558	48,744	38	42	36	0.4	2.1	3.0
3	58,470	50,831	63,320	33	36	32	0.0	2.2	3.2
4	63,762	55,877	60,919	32	35	34	1.8	3.3	3.1
5	64,330	59,488	66,779	32	35	35	2.4	3.0	3.7
6	60,867	56,617	62,590	32	35	35	3.8	4.8	4.3
7	30,691	33,414	41,029	29	31	31	2.1	1.8	3.0
8	24,837	31,774	35,642	30	32	32	2.8	3.1	3.3
9	13,095	17,392	20,945	28	28	28	0.8	0.8	1.2
10	5,558	7,544	6,891	24	23	26	-1.8	0.6	0.0
11	3,597	6,031	6,194	27	24	28	0.3	1.2	0.4
12	2,982	3,842	3,824	27	23	24	0.7	-0.2	0.0

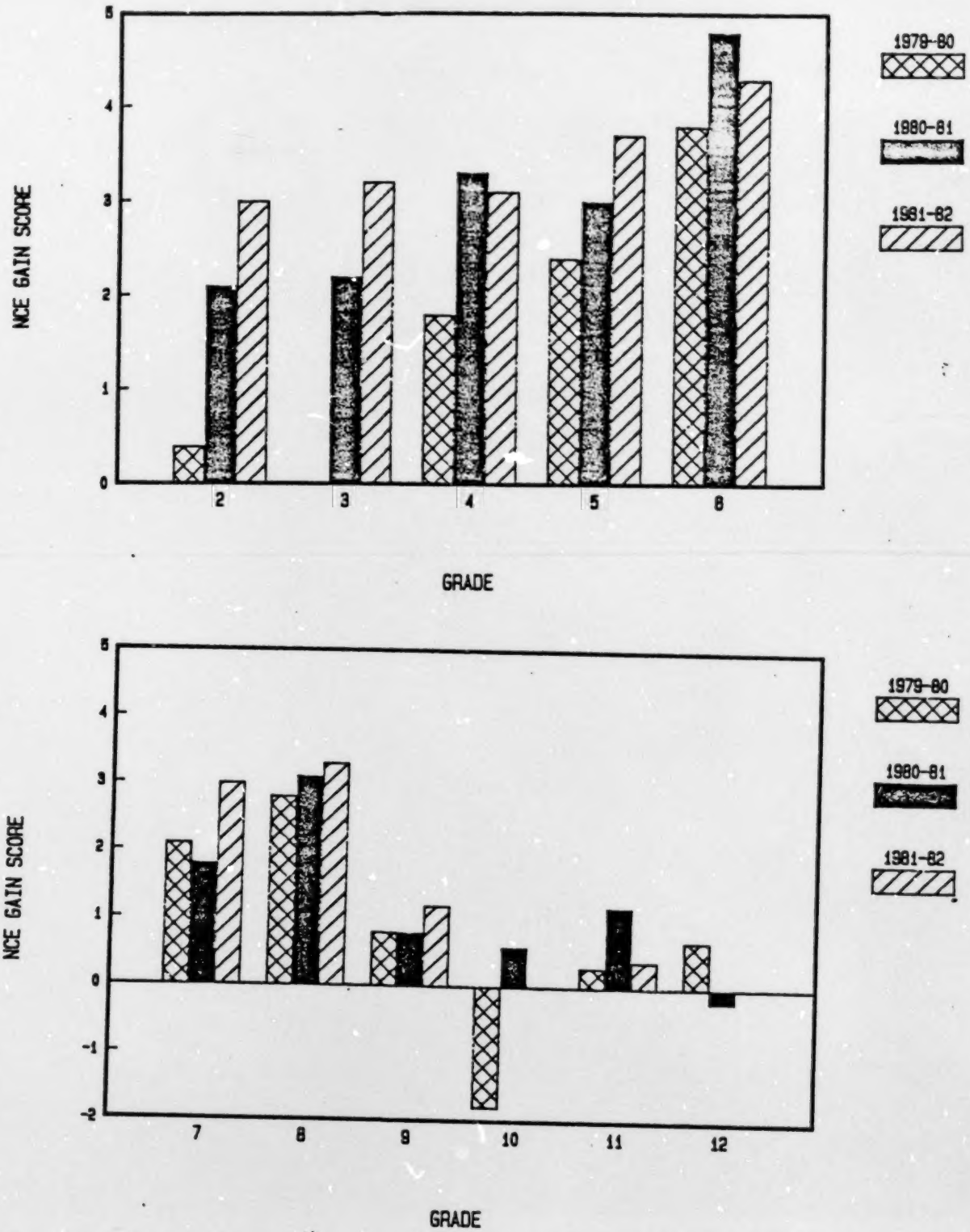

Figure 7. Mathematics achievement gains in 1979-80, 1980-81, and 1981-82

Footnotes

1. For the most part, data were accepted from States on an "as is" basis. In some cases, particularly where data fell out of a reasonable range, States were asked to check the data, and data were changed as necessary. It should be noted that quality control procedures differ markedly among the States.

   The following States had fewer than three years of complete achievement data:

   District of Columbia (missing 1980-81)
   Nebraska (no posttest scores for 1981-82)
   New Hampshire (missing a separate 1980-81 report)
   Pennsylvania (missing 1980-81)
   South Carolina (missing 1981-82), and
   West Virginia (missing some posttest scores).

   The insular areas and the Bureau of Indian Affairs also submitted achievement results. These data were not included in the summaries because of differences in testing procedures (such as testing in different languages than English) or using different metrics (with a locally-developed test in a language other than English, it would be difficult to obtain NCE scores.) We do not mean to imply that the results of the testing were not valid, but rather that the data were not comparable to the data reported by other SEAs.

2. Some States reported serving students in ungraded settings. Therefore, the total number served is not equal to the sum of the grades.

3. The number of students served in the two "other" categories may include students who were "double-counted." That is, a student who was served in two "other" instructional areas was counted twice, rather than once. In any case where a State reported serving more students in any service area category than they reported serving in total, the service area number was reduced to the total number served.

4. The total includes staff whose Title I/non-Title I designation was not known.

5. The total number includes students whose public/nonpublic status was not known.

6. The figures used in Table 13 were calculated by finding the weighted average normal curve equivalent scores for each grade and subject and converting them to percentiles.

7. The Normal Curve Equivalent is a standard score metric with a mean of 50.0 and a standard deviation of 21.06.

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APPENDIX A

1979-80, 1980-81, and 1981-82 Achievement Test Results
for Students Tested Fall-to-Spring

Fall-to-Spring Achievement Test Results

States reported Title I achievement information using either a fall-to-spring or an annual (usually spring-to-spring) testing cycle. The majority of students--over twice as many in most elementary grades in reading--were tested on a fall-to-spring schedule. However, several studies, including an ED sponsored review of the Title I evaluation and reporting system (Linn, in Reisner, et. al., 1981), have indicated that the fall-to-spring testing cycle may yield biased results. Districts which evaluate on a fall-to-spring cycle should pay particular attention to using correct procedure to implement the model and in addition may want to do follow-up evaluations which look at student growth over a longer period of time.

The data presented here are based on 45 States which submitted complete achievement data for the 1979-80, 1980-81, and 1981-82 school years.

Pretest Standing

Table A-1 shows the pretest standing of Title I students who were tested on a fall-to-spring schedule. The percentiles were calculated by obtaining a weighted average NCE score for each grade and subject and converting that score to a percentile. The national norm--that point which represents the median achievement of all students--is the 50th percentile. Title I students are far below this norm.

Table A-1. Reading and Mathematics Pretest Standing (for Students Tested on a Fall-to-Spring Schedule)

Grade	Pretest Percentiles					
	Reading			Mathematics		
	1979-80	1980-81	1981-82	1979-80	1980-81	1981-82
2	18	19	19	20	20	20
3	15	18	19	19	20	20
4	16	18	19	18	19	19
5	16	18	19	18	21	21
6	17	19	20	18	21	21
7	16	18	19	18	22	22
8	16	17	19	18	23	23
9	15	16	19	17	21	21
10	16	16	18	20	22	22
11	14	15	16	21	19	19
12	12	13	13	19	20	20

Reading Achievement

The reading achievement results for students tested on a fall-to-spring schedule are presented in Table A-2. The number of students tested varies greatly across the grades. (In 1981-82, nearly 30 times as many grade 2 students as grade 12 students were tested.)

We found that:

- Gains were found in all grades for all three years.
- Gains for elementary students tended to be higher than the gains for older students, particularly students at the high school level.

Table A-2. Reading Achievement Results for Students Tested on a Fall-to-Spring Schedule

Grade	Weighted Number Tested			Posttest Percentile			NCE Gain Score		
	79-80	80-81	81-82	79-80	80-81	81-82	79-80	80-81	81-82
2	282,471	252,003	230,458	32	32	31	9.4	8.9	8.4
3	272,722	248,618	221,252	25	28	29	7.3	7.1	6.7
4	253,058	243,469	215,621	25	27	28	6.9	6.9	6.2
5	228,456	221,722	201,673	24	27	28	6.0	6.2	6.3
6	192,951	184,340	167,002	25	27	28	5.8	5.8	5.6
7	140,136	144,651	123,351	23	24	26	5.4	4.6	4.6
8	112,413	116,284	95,151	22	23	25	4.8	4.4	4.5
9	61,305	60,674	51,124	22	23	25	5.1	5.1	4.4
10	33,224	30,935	26,783	21	21	23	4.1	4.6	3.8
11	16,373	15,875	14,164	18	20	20	3.0	4.1	3.6
12	7,423	8,814	7,387	17	19	18	4.2	4.4	4.8

Mathematics Achievement

The mathematics achievement results for students tested on a fall-to-spring schedule are presented in Table A-3.

We found that:

- Gains were found in all grades for all three years.
- Gains for elementary students tended to be higher than the gains for students in junior high and high school.
- Gains for mathematics tended to be somewhat higher than the gains for reading.

Table A-3 Mathematics Achievement Results for Students Tested on a Fall-to-Spring Schedule

Grade	Weighted Number Tested			Posttest Percentile			NCE Gain Score		
	79-80	80-81	81-82	79-80	80-81	81-82	79-80	80-81	81-82
2	116,947	97,743	86,303	36	36	40	10.4	11.0	12.1
3	129,872	118,630	100,749	32	33	34	8.6	9.1	9.2
4	140,343	131,604	111,097	31	33	35	8.9	9.3	9.9
5	129,626	127,055	111,027	30	32	34	8.1	8.5	8.3
6	111,604	107,059	94,126	29	31	33	7.6	7.2	7.8
7	69,656	77,635	68,215	27	29	31	6.2	5.9	5.6
8	56,951	65,067	51,964	26	28	31	6.1	5.6	5.5
9	26,628	31,740	25,355	26	28	32	6.1	6.5	7.3
10	11,539	14,727	10,898	28	28	31	5.3	5.5	5.9
11	5,059	5,859	5,850	29	27	27	5.6	5.1	5.7
12	2,013	3,014	3,106	28	27	27	6.6	3.8	5.1

APPENDIX B

Tables for the 1981-82 Title I Data

Table 1. Number of Regular Term Title I Participants by Grade Level and Public/Nonpublic Designation During 1981-82

Grade	Public		Nonpublic		Total	
	Number	(%)	Number	(%)	Number	(%)
Prekindergarten	43,399	(1)	378	(0)	43,777	(0)
Kindergarten	282,420	(6)	6,078	(3)	288,578	(6)
1	539,059	(11)	21,203	(12)	560,269	(12)
2	559,396	(12)	26,540	(14)	585,953	(12)
3	560,375	(12)	26,801	(15)	587,194	(12)
4	554,722	(12)	25,285	(14)	580,143	(12)
5	538,084	(11)	23,837	(13)	561,964	(11)
6	470,016	(10)	20,684	(11)	490,766	(10)
7	352,210	(8)	12,554	(7)	364,933	(8)
8	292,650	(6)	9,395	(5)	302,348	(6)
9	213,679	(5)	4,681	(3)	218,830	(5)
10	129,849	(3)	3,156	(2)	133,479	(3)
11	75,382	(2)	1,959	(1)	77,706	(2)
12	55,528	(1)	1,525	(0)	57,244	(1)
Total	4,666,769		184,076		4,853,184	
Total 1/	4,668,585		184,084		4,866,108	

1. Includes pupils in ungraded classes or for whom grade information was not available. In addition, the grand total contains students for whom public/nonpublic information was not available; therefore the grand total is larger than the sum of the public and nonpublic totals.

Table 2. Number of Students Served in Title I by Service Area During the Regular Term of 1981-82

Service Area	Type of Participant						Total	
	Public		Nonpublic		Local N or D			
	Number	(%)	Number	(%)	Number	(%)	Number	(%)
Instructional								
Reading	3,292,850	(71)	154,491	(84)	41,968	(85)	3,485,024	(71)
Mathematics	1,961,805	(42)	73,034	(40)	34,299	(70)	2,066,220	(42)
Language Arts	893,345	(19)	38,732	(21)	14,062	(29)	945,804	(19)
Limited English	468,648	(10)	12,204	(7)	1,541	(3)	481,224	(10)
Other	1,059,758	(29)	14,819	(8)	5,102	(10)	1,078,113	(22)
Vocational	3,864	(0)	1,366	(0)	7,167	(15)	11,094	(0)
Special for Handicapped	12,406	(0)	8	(0)	181	(0)	12,587	(0)
Supporting								
Attendance	1,001,398	(22)	9,862	(5)	5,210	(11)	1,014,881	(21)
Health, Nutrition	838,717	(18)	12,429	(7)	1,876	(4)	851,479	(17)
Other	705,988	(15)	7,137	(4)	1,353	(3)	714,409	(15)
Transportation	337,833	(7)	5,908	(3)	200	(0)	343,941	(7)
Total Number Served 2/	4,618,793		184,084		49,792		4,866,108	

2. The public number is an estimate obtained by subtracting all local Neglected or Delinquent participants from the total number of Public participants. Since some local Neglected or Delinquent participants may be in Nonpublic institutions, the number underestimates the number of Public participants not in Neglected or Delinquent programs. For the same reason, the number of Nonpublic participants is an overestimate.

Table 3. Title I Parent Activity Information for 1981-82

Advisory Councils	
Number of elected members of a school advisory council who:	
were parents of Title I public school students:	254,218
were parents of Title I nonpublic school students:	16,879
received training related to school advisory council activities:	199,477
activities	
Number of local education agencies that provided Title I funds for advisory council activities:	8,553
Parent Activities	
Number of parents of Title I students involved in the following Title I activities:	
project planning, implementation, and/or evaluation:	351,060
volunteers in the Title I classroom:	76,843
volunteers in Title I activities outside the classroom:	120,960
Number of other parents involved in the activities listed:	172,079
Average number of people who attended school advisory council meetings: Range 4.7 - 39.7	

Table 4. Number of Staff Employed in Title I Projects During the 1981-82 Regular School Term in Full-Time Equivalents

Job Classification	Full-time Equivalents	(%)
Teacher Aides	71,697.6	(41)
Teachers	75,552.1	(44)
Clerical Staff	4,766.0	(3)
Support Staff	5,740.7	(3)
Other	8,237.1	(5)
Administrative Staff	4,824.4	(3)
Curriculum Specialists	2,626.4	(1)
Total	173,444.3	

Table 5. Number of Staff Receiving Title I Funded Training Between July 1, 1981 and June 30, 1982

Job Classification	Title I		Non-Title I		Total	
	Number	(%)	Number	(%)	Number	(%)
Teachers	66,112	(41)	71,289	(73)	137,401	(53)
Teachers Aides	73,806	(46)	9,421	(10)	83,227	(32)
Other	9,799	(6)	5,300	(5)	15,099	(6)
Administrative Staff	6,435	(4)	9,346	(10)	15,781	(6)
Curriculum Specialists	4,223	(3)	1,873	(2)	6,096	(3)
Total	160,375		97,229		257,604	

Table 6. Number of Title I Participants During the Summer Term in 1981-82 by Grade Level and Public/Nonpublic Designation

Grade	Public		Nonpublic		Total	
	Number	(%)	Number	(%)	Number	(%)
Prekindergarten	5,207	(3)	42	(0)	5,249	(3)
Kindergarten	7,264	(4)	136	(3)	7,400	(4)
1	18,960	(11)	602	(11)	19,561	(11)
2	18,813	(11)	612	(11)	19,425	(11)
3	17,718	(10)	630	(12)	18,346	(10)
4	24,277	(14)	563	(10)	24,836	(14)
5	14,438	(8)	556	(10)	15,001	(8)
6	22,016	(13)	434	(8)	22,455	(13)
7	19,558	(11)	242	(5)	19,800	(11)
8	12,906	(7)	220	(4)	13,126	(7)
9	6,191	(5)	316	(6)	6,607	(4)
10	2,382	(1)	351	(7)	2,733	(2)
11	1,370	(1)	328	(6)	1,698	(1)
12	585	(0)	342	(6)	927	(1)
Total	171,685		5,374		177,164	
Total 1/	172,552		13,219		185,818	

1. Includes students in ungraded classes and for whom grade information was not available.

Table 7. Title I Participation by Service Area for the 1981-82 Summer Term

Service Area	Type of Participation						Total	
	Public		Nonpublic		Local N or D			
	Number	(%)	Number	(%)	Number	(%)	Number	(%)
Instructional								
Reading	106,448	(63)	3,415	(26)	2,256	(64)	115,686	(64)
Mathematics	125,931	(74)	3,007	(23)	1,864	(53)	129,339	(72)
Language Arts	26,964	(33)	8,016	(61)	380	(11)	35,009	(36)
Other	49,484	(29)	544	(4)	705	(20)	50,313	(12)
Limited English	39,852	(23)	105	(0)	0	(0)	39,957	(22)
Vocational	411	(0)	15	(0)	8	(0)	434	(0)
Special for Handicapped	337	(0)	0	(0)	76	(2)	413	(0)
Supporting								
Health, nutrition	17,086	(10)	403	(3)	9	(0)	17,498	(10)
Transportation	35,859	(21)	591	(5)	18	(0)	36,468	(20)
Other	41,248	(24)	236	(2)	396	(11)	41,768	(12)
Attendance, etc.	14,231	(8)	333	(3)	8	(0)	14,572	(8)
Total Number Served 1/	172,552		13,219		3,548		185,818	

1. This number is an estimate obtained by subtracting all local Neglected or Delinquent participants from the total number of Public participants. Since some local Neglected or Delinquent participants may be in Nonpublic institutions, the number is an underestimate. For the same reason, the number of Nonpublic participants is an overestimate.

Table 8. Number of Staff Employed in Title I Projects During the Summer Term of 1981-82 in Full-Time Equivalents

Job Classification	Full-Time Equivalents	(%)
Teachers	12,144.1	(65)
Teacher Aides	3,663.3	(19)
Other	2,248.8	(12)
Administrative Staff	710.6	(4)
Total	18,766.8	

Table 9

1981-82 Title I Reading Achievement Results
for Students Tested on a Full-Year Schedule

Grade	Weighted Number Tested	Normal Curve Equivalent			Percentile	
		Pretest	Posttest	Gain	Pretest	Posttest
2	93,081	37.8	39.1	1.3	28	30
3	109,562	34.3	36.4	2.2	23	26
4	110,191	34.7	37.4	2.6	23	28
5	115,054	34.9	38.2	3.3	24	29
6	96,264	35.4	38.7	3.3	24	30
7	64,641	34.9	37.4	2.5	24	28
8	58,424	34.5	37.7	3.2	23	28
9	31,827	33.4	35.8	2.4	22	25
10	12,611	31.2	32.0	0.9	19	20
11	10,642	30.6	31.2	0.6	18	19
12	7,445	29.1	30.8	1.7	16	18

South Carolina did not report any achievement data and Nebraska and West Virginia did not report posttest scores for 1981-1982.

Table 10

1981-82 Title I Reading Achievement Results
for Students Tested on a Fall-to-Spring Schedule

Grade	Weighted Number Tested	Normal Curve Equivalent			Percentile	
		Pretest	Posttest	Gain	Pretest	Posttest
2	252,404	31.3	39.8	8.5	19	32
3	238,607	31.6	38.4	6.8	19	29
4	229,700	31.5	37.8	6.3	19	28
5	215,766	31.5	37.8	6.3	19	28
6	180,989	31.8	37.6	5.7	19	28
7	132,655	31.4	36.1	4.8	19	26
8	101,807	31.2	35.8	4.6	19	25
9	55,431	31.3	35.9	4.6	19	25
10	28,851	30.7	34.7	4.0	18	23
11	15,250	28.5	32.2	3.7	15	20
12	8,148	26.3	31.1	4.8	13	19

South Carolina did not report any achievement data and Nebraska and West Virginia did not report posttest scores for 1981-1982.

Table 11

1981-82 Title I Mathematics Achievement Results
for Students Tested on a Full-Year Schedule

Grade	Weighted Number Tested	Normal Curve Equivalent			Percentile	
		Pretest	Posttest	Gain	Pretest	Posttest
2	51,477	39.7	42.7	3.0	31	36
3	65,935	37.3	40.6	3.3	27	33
4	64,582	38.2	40.8	2.6	29	33
5	69,025	38.0	41.8	3.8	28	35
6	64,468	37.5	41.8	4.3	28	35
7	42,041	36.1	39.1	3.0	26	30
8	36,852	36.6	39.8	3.2	26	31
9	21,499	36.4	37.6	1.2	26	28
10	7,890	34.6	34.8	0.2	23	24
11	6,812	35.8	36.4	0.6	25	26
12	4,525	33.3	33.9	0.6	21	22

South Carolina did not report any achievement data and Nebraska and West Virginia did not report posttest scores for 1981-1982.

Table 12

1981-82 Title I Mathematics Achievement Results
for Students Tested on a Fall-to-Spring Schedule

Grade	Weighted Number Tested	Normal Curve Equivalent			Percentile	
		Pretest	Posttest	Gain	Pretest	Posttest
2	91,569	32.7	44.5	11.9	20	40
3	106,286	32.4	41.4	9.0	20	34
4	115,586	31.7	41.6	9.9	19	35
5	116,045	32.9	41.3	8.3	21	34
6	98,710	32.9	40.9	8.0	21	33
7	70,787	33.7	39.5	5.8	22	31
8	54,156	33.8	39.5	5.7	22	31
9	26,247	32.7	40.0	7.2	19	31
10	11,136	33.8	39.8	6.0	22	31
11	5,941	31.3	37.0	5.8	19	27
12	3,155	32.1	37.2	5.2	20	27

South Carolina did not report any achievement data and Nebraska and West Virginia did not report posttest scores for 1981-1982.